

January 1996



Social Studies 33

Grade 12 Diploma Examination

Alberta
EDUCATION

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January 1996
Social Studies 33
Grade 12 Diploma Examination

Description

On this examination you will complete:

- 60 multiple-choice questions worth 60% of the total mark
- 4 writing assignments, each worth 10% of the total exam mark

Each writing assignment will be evaluated according to these criteria:

- Ideas and Support
- Communication of Ideas

Time: 2 1/2 hours

You may take an additional 1/2 hour to complete the examination.

Instructions for Completing the Multiple-Choice Questions

- Use an HB pencil.
- Mark all your answers on the separate answer sheet provided.

Example

The currency used in Canada is the

- A. peso
- B. mark
- C. dollar
- D. pound

Answer Sheet

- (A) (B) (C) (D)

- Erase your first mark completely if you wish to change an answer.
- Do not fold the answer sheet.

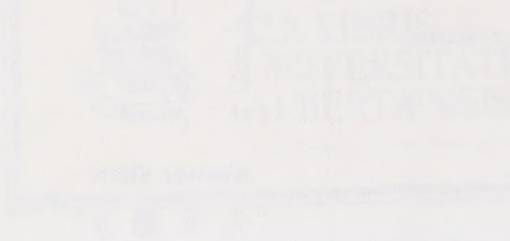
Instructions for Completing the Writing Assignments

- Before each writing assignment, there are related multiple-choice questions and source material.
- There are ideas appearing in the source material and the multiple-choice questions that may assist you in completing the writing assignments.
- You should read each writing assignment **before** you complete the related questions.
- Use blue or black ink to write the final copy of each assignment.

Instructions for Completing the Multiple-Choice Questions

- Fill in the circle.
- Fill in the circle next to the correct answer.
- Do not mark anything.

For the multiple-choice questions, fill in the circle next to the correct answer.



- Do not write anything in the circle.
- Do not write anything in the circle.
- Do not write anything in the circle.

Instructions for Completing the Short-Answer Questions

- Write each answer in the space provided.
- Write each answer in the space provided.
- Write each answer in the space provided.
- Write each answer in the space provided.
- Write each answer in the space provided.
- Write each answer in the space provided.
- Write each answer in the space provided.
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- Write each answer in the space provided.

Section One: Economic Systems

Free trade?
Public enterprise?
Private enterprise?
Progressive taxes?
Public welfare system?
Individualism?



Making Choices

Collectivism?
Trade barriers?
Regulation?
Flat tax rate?
Private charity?
Mixed economy?
Deregulation?

Questions 1 to 15 and Writing Assignment I focus on economic systems and issues.

1. Governments often **raise** interest rates for consumer borrowing in an attempt to
 - A. control inflation
 - B. lower unemployment
 - C. reduce government ownership
 - D. increase the price of imported goods

2. In Sweden, personal income taxes are high **mainly** in order to
 - A. support the operation of private corporations
 - B. encourage people to work to increase their incomes
 - C. pay for the cost of government social welfare benefits
 - D. increase the income gap between rich and poor citizens

3. Since the mid-1980s, the Canadian government has
 - A. increased financial support for unemployed citizens
 - B. ended financial support for retired citizens
 - C. decreased trade with other nations
 - D. expanded trade with other nations

4. Which major problems have many centrally planned economies traditionally been **unable** to solve?
- A. The high rates of inflation and unemployment are difficult to control
 - B. Healthcare and education that are affordable only by the wealthy
 - C. Fierce competition that forces many businesses into bankruptcy
 - D. The goods and services produced are of poor quality

Use the following crossword puzzle and clues to answer questions 5 to 7.

										³ G O R B A C H E V									
¹ G O S P L A N										L									
										A									
										S									
⁴ C O O P E R A T I O N										O									
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										O									
⁵ M A R X I S M																			
										K									
										A									

Clues

Across

- 1. Central planning agency
- 3. The Soviet leader who ...
- 4. Process of creating large communal farms
- 5. The ideological base for Soviet communism

Down

- 2. Economic restructuring initiated in the mid-1980s
- 3. The Russian word for a movement toward political openness

5. Which phrase **correctly** completes the clue for 3 Across?
- A. ...introduced sweeping reforms
 - B. ...used purges to eliminate opponents
 - C. ...ordered the invasion of Czechoslovakia
 - D. ...opposed the United States during the Cuban crisis

6. Which answer is **incorrectly** matched with the clue given?

- A. 1 Across —► Gosplan
- B. 4 Across —► Cooperation
- C. 2 Down —► Perestroika
- D. 3 Down —► Glasnost

7. Which is the **most** appropriate title for the crossword puzzle?

- A. Rise of the Communist Soviet Union
- B. Breakup of the Former Soviet Empire
- C. The Theory of Revolutionary Communism
- D. Economic and Political Change in the Former Soviet Union

8. Which activity is **most commonly** operated by the government in a market-oriented economy?

- A. Postal delivery
- B. Rail transportation
- C. Petroleum exploration
- D. Automobile manufacturing

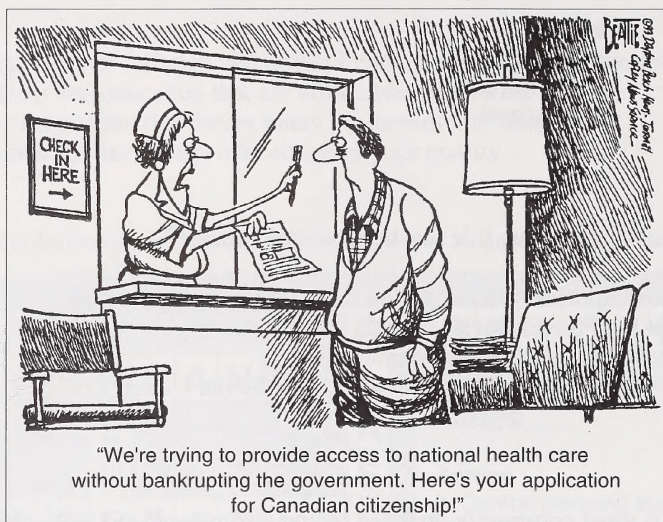
Use the following chart to answer question 9.

Proposal	Expected Benefit	Possible Negative Result
Cut the minimum wage rate	Higher profit margins for business, resulting in economic growth	?

9. Which of the following possible negative results **correctly** completes the above chart?

- A. An increase in the rate of inflation
- B. An increase in the rate of unemployment
- C. A lower standard of living for many workers
- D. A reduction in the amount of taxes paid by businesses

Use the following cartoon to answer questions 10 and 11.

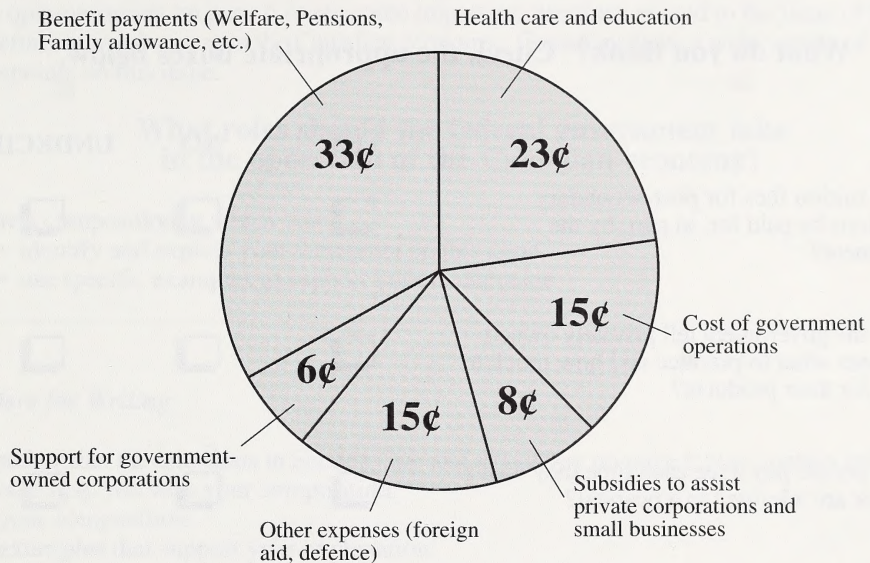


—from *Best Editorial Cartoons of the Year, 1994*

10. This American cartoon **most clearly** suggests that providing all citizens in the United States with equal access to health care is considered to be
- A. too expensive
 - B. already occurring
 - C. an unpopular idea
 - D. a government priority
11. Which solution to the problem illustrated by the cartoon would an American capitalist offer?
- A. Send Americans who need medical care to health service facilities in Canada
 - B. Encourage private enterprise to offer the best medical care at the lowest price
 - C. Let the government take control of health care to provide non-profit care for all
 - D. Introduce a system in which the poor pay less for health services than do the wealthy
12. The idea that people should work for the common good of society is **most typically** associated with a belief in
- A. self-fulfillment
 - B. individualism
 - C. self-reliance
 - D. collectivism

Use the following graph to answer questions 13 and 14.

Government Spending in a _____? Economy
How Money is Spent on Government Programs



13. Which term **correctly** completes the title?
- A. Centrally Planned
 - B. Free Market
 - C. Communist
 - D. Mixed
14. Which budget cut would **most reduce** government spending?
- A. 10% on benefit payments
 - B. 10% on health care and education
 - C. 25% on support for government-owned corporations
 - D. 25% on subsidies to assist private corporations and small businesses
-
15. In Canada, privatization occurs when the federal government
- A. allows businesses to operate without paying taxes
 - B. helps certain industries stay in business
 - C. sells Crown corporations to investors
 - D. controls most production decisions

The following opinion survey is provided to help focus your thoughts on Writing Assignment I on page 7.

What do you think? Check the appropriate boxes below.

	YES	NO	UNDECIDED
1. Should tuition fees for post-secondary institutions be paid for, in part, by the government?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Should the government tell privately owned businesses what to produce and how much to charge for their products?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Should people pay a fee each time they visit a doctor or are admitted to a hospital?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Should the government increase social insurance and welfare payments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. In order to balance the budget, should the government reform the tax system rather than cut spending?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Should the government turn over the operation of government services to private businesses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Should the government use job creation programs to fight unemployment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The opinion survey on page 6 raises some important questions related to the issue of federal government involvement in the Canadian economy. Canadians have a wide variety of viewpoints on this issue.

**What roles should the federal government take
in the operation of the Canadian economy?**

Write a composition in which you

- identify and explain your viewpoint on this issue
- use specific examples to support your explanation

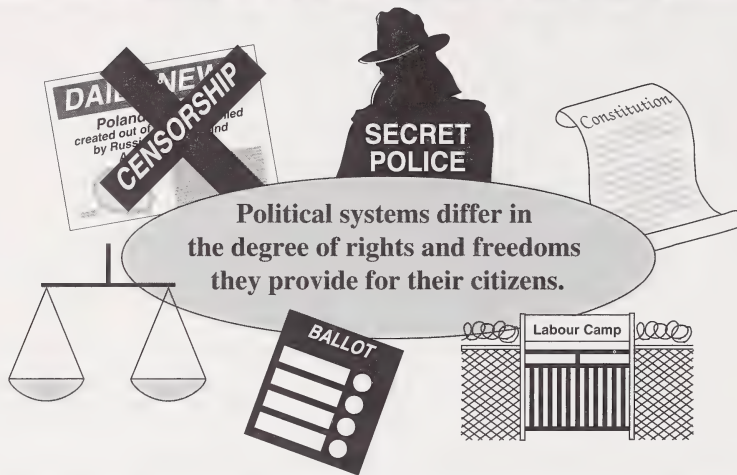
Reminders for Writing

- **Remember** that the questions in Section One and the survey on page 6 may contain information that could help you with your composition.
- **Plan** your composition.
- **Give examples** that support your explanation.
- **Organize** your ideas and supporting examples.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

*You have completed Section One of the examination.
Please continue on to Section Two.*

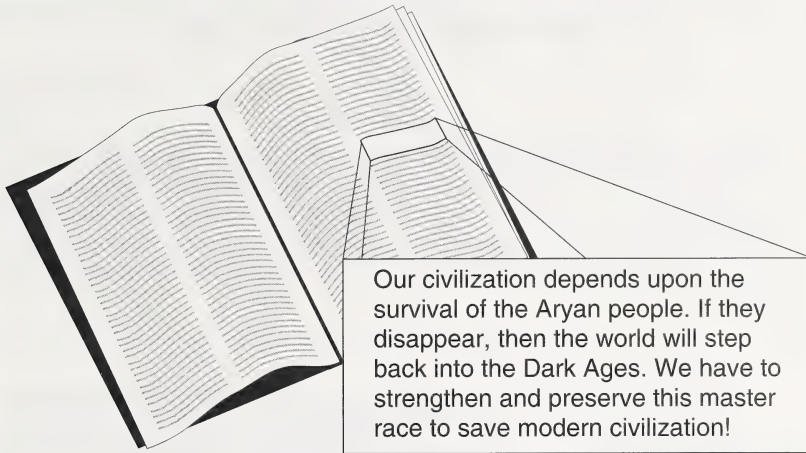
Section Two: Political Systems



**Questions 16 to 30 and Writing Assignment II
focus on political systems and issues.**

16. Traditionally, a person wanting rapid and progressive reform of a political system has been described as
- A. liberal
 - B. radical
 - C. moderate
 - D. reactionary
17. Both democratic and dictatorial governments find it necessary to
- A. preserve political order and stability
 - B. provide citizens with unlimited civil rights
 - C. censor the information presented by the media
 - D. employ a security force to discourage public criticism
18. To maintain power, it is essential for all dictatorships to
- A. ensure the total equality of individuals
 - B. preserve strict control of the citizenship
 - C. ensure strong connections to labour unions
 - D. secure the support of the business community

Use the following passage to answer questions 19 and 20.



19. The author of the above statement supports the beliefs of

- A. Karl Marx
- B. Adam Smith
- C. Adolf Hitler
- D. Joseph Stalin

20. The ideas expressed in this passage are

- A. progressive
- B. socialist
- C. liberal
- D. fascist

21. In the following chart, which country is **correctly** matched with its current political system and economic system?

	Political System	Economic System
A. Canada	Parliamentary Democracy	Centrally Planned Economy
B. Sweden	Representative Democracy	Socialist Mixed Economy
C. United States	Constitutional Monarchy	Free Market Economy
D. Russia	One-Person Dictatorship	Communist Planned Economy

Use the following descriptions to answer questions 22 to 24.

Four Techniques of Dictatorship



A

Indoctrination

To make sure that people obey and support the system, the government controls all media such as television, radio, movies, books, newspapers, and even billboards. The media are used to present a message of the leader's greatness and to demonstrate why the government needs the people's support. In the school system, children are taught to obey and respect their national leader.



B

Force and Terror

Force and terror are used to destroy all opposition to the government. Usually there is a secret police force that rounds up citizens identified by the government as enemies of the state. People may be imprisoned, tortured, or killed. The remaining population becomes too afraid to resist the government.



C

Scapegoating

People's concerns and unhappiness are turned against groups that are blamed for causing the problems of the nation. Usually the targeted group is either a minority population in the nation or an outside force, such as another nation. By directing discontent, a dictator hopes that the hatred of the citizens will be turned on others instead of toward the political leaders or government.



D

Controlled Participation

Even in dictatorships, people must feel a sense of participation in the political process. Yet, dictators fear giving people real political power. Often in dictatorships, elections are held even if there is no real choice. If there is a choice, ballot counting allows the government to manipulate the results. Another form of controlled participation is to allow people to become members in the ruling party. This encourages people to work with the system, rather than against it.

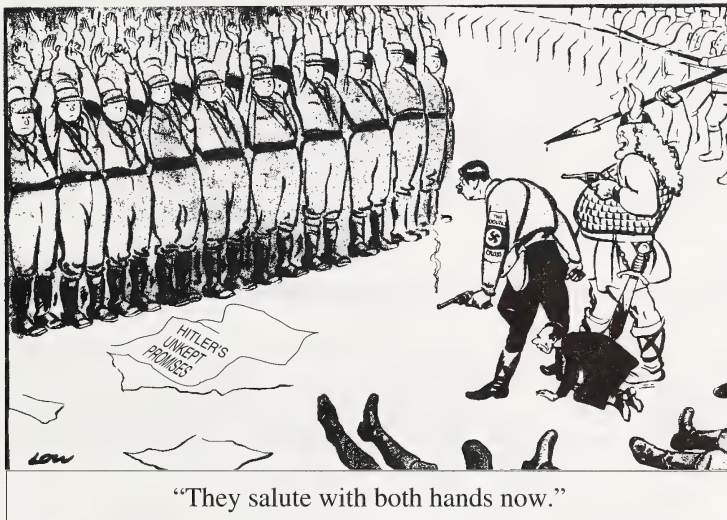
In each of questions 22 to 24, a technique of dictatorship used in Nazi Germany is presented. Select the description from page 12 that identifies each technique.

22. The following excerpt is from a secret Nazi Party document:

"The Jews are to be blamed for the war. They are therefore to be blamed also for all the distress, sadness, discomfort, privations, burdens, and strains that the war brings."

—from *Experiencing History: Nazi Germany*

23. The following British cartoon was published in the 1930s:



Note: Badge on Hitler's sleeve reads "The Double Cross"

—from *The Rise and Fall of Hitler's Germany*

24. The following oath to Hitler was required of school children:

"My leader! I know you well and love you like a father and mother. I intend to obey you always like father and mother. And when I grow up, I shall help you like father and mother. And you should be proud of me like father and mother."

—from *Questions of Evidence: The Twentieth Century World*

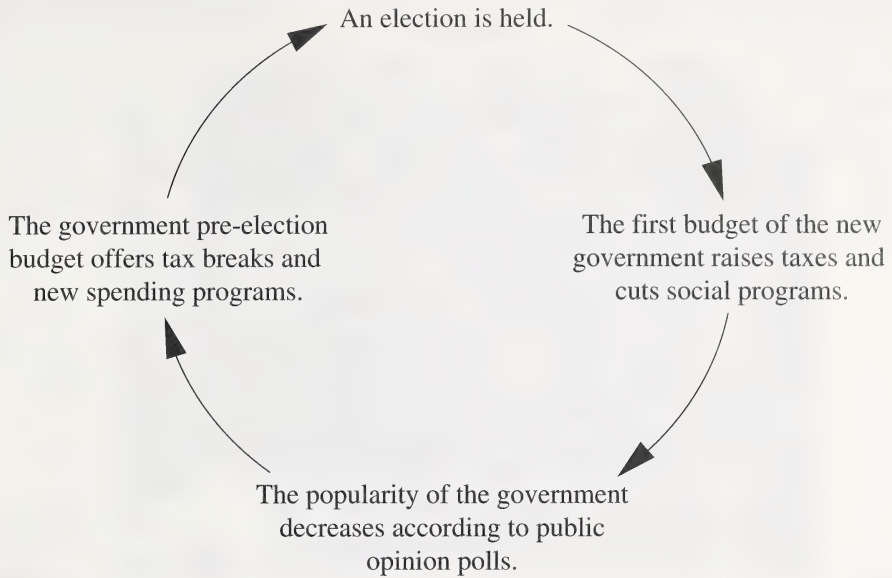
Use the following diagram to answer question 25.

Checks on the Power of the Canadian Government



25. Which phrase **correctly** completes the above diagram?
- A. Civil Servants
 - B. Military Leaders
 - C. Cabinet Ministers
 - D. Opposition Parties
-
26. Of the following, the nation that has experienced the **greatest** change in its political system since 1990 is
- A. The People's Republic of China
 - B. The United States
 - C. Russia
 - D. Japan
27. Supporters of democracy believe that political participation by citizens is important to ensure that
- A. the media agrees with government decisions
 - B. governments have public support for strict rules
 - C. people contribute to the decision-making process
 - D. politicians make decisions without fear of criticism
28. Which government position exists in both the Canadian and American political systems?
- A. Senator
 - B. Governor General
 - C. Member of Congress
 - D. Member of Parliament

Use the following diagram to answer question 29.



29. The diagram suggests that in a democracy
- A. important issues are ignored during election campaigns
 - B. public opinion has little influence on political decision making
 - C. elections occur too frequently and are too costly to the taxpayer
 - D. government decisions are influenced by the desire to maintain power
-
30. The Bolsheviks under Vladimir Lenin came to power in Russia in 1917 after
- A. staging a brief revolution
 - B. winning a democratic and fair election
 - C. receiving the support of Tsar Nicholas II
 - D. being helped by an invading Austrian army

Use the following photographs to complete Writing Assignment II on page 17.

Photograph I



Austria, 1938

Young people reacting to the arrival of Nazi German soldiers on the day Germany seized control of Austria.

—from *Maclean's*

Photograph II



Canada, 1980s

Young people calling for government reforms to social welfare programs.

—from *How Are We Governed in the '90s?*

The photos on page 16 provide information that contrasts the actions that young people may take in democracies and dictatorships.

What idea(s) do the photographs convey about the actions young people may take in different political systems?

Write a composition in which you

- identify and explain the ideas conveyed in the photographs
- refer to specific details in the photographs to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Two may contain information that could help you with your composition.
- **Plan** your composition.
- **Give** examples to support your explanation.
- **Organize** your ideas and supporting examples.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

For Finished Work

For Finished Work

*You have completed Section Two of the examination.
Please continue on to Section Three.*

Section Three: The Interaction of Nations (1919 to 1945)



Benito Mussolini



Joseph Stalin



Neville Chamberlain



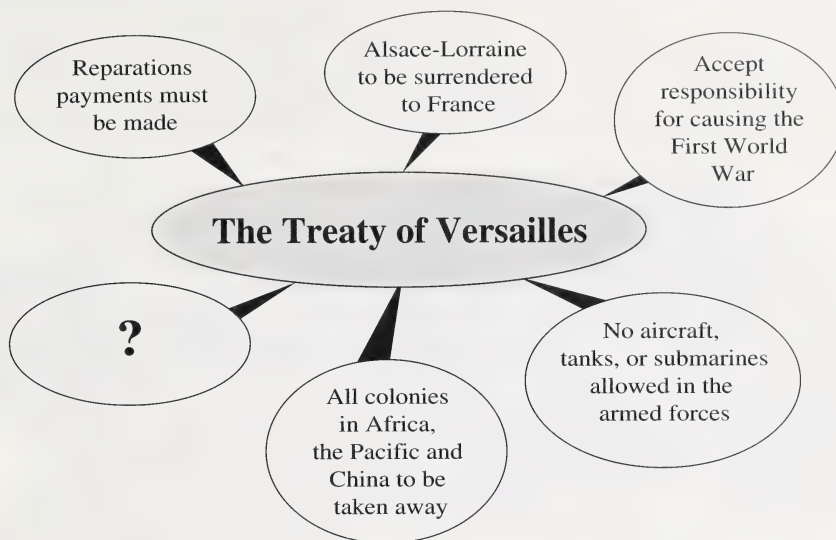
Adolf Hitler

**Many leaders were involved in events
before the outbreak of the Second World War.**

**Questions 31 to 40 and Writing Assignment III
focus on the period between 1919 and 1945.**

31. The idea for the creation of the League of Nations originated with
- A. MacKenzie King of Canada
 - B. George Clemenceau of France
 - C. Neville Chamberlain of Great Britain
 - D. Woodrow Wilson of the United States
32. During the 1920s and early 1930s, the German Nazi Party campaigned for election by promising to
- A. restore national pride and honour
 - B. sign a military alliance with France
 - C. reduce spending on military expansion
 - D. repay all outstanding war debts and reparations

Use the following diagram to answer questions 33 and 34.



33. The **best** title for the diagram would be

- A. An Agreement to End Nationalism
- B. The Victorious Nations Punish Germany
- C. Germany's Demands for a Negotiated Peace
- D. Negotiating Peace Based on Self-determination

34. Which provision **correctly** completes the diagram?

- A. A League of Nations will be set up
- B. The United States rejects the treaty
- C. The Rhineland must be demilitarized
- D. Yugoslavia becomes an independent nation

35. In both Manchuria (1931) and Abyssinia (1935), the League of Nations

- A. refused to grant membership to a nation
- B. failed to stop invasions by aggressive nations
- C. attempted to drive out invaders with armed force
- D. sent in peacekeeping soldiers to monitor a ceasefire

Use the following newspaper article to answer questions 36 and 37.

Nazi Annex Austria!

March 1938 Adolf Hitler's troops marched today and made Austria a German province. Many Austrians, who have watched Hitler's plans to bring the land of his birth into his Third Reich are happy about the Anschluss (annexation). Cheering crowds greeted the



troops as they poured in, and a massive welcome is being prepared for Hitler himself—he is expected in Vienna within 48 hours. Hitler is already turning his eye on Czechoslovakia, where Germans in the Sudetenland seek union with Germany.

—from *On This Day*

36. By taking the action indicated in this newspaper article, Adolf Hitler broke agreements outlined in the
- A. Munich Agreement
 - B. Nazi Party platform
 - C. Treaty of Versailles
 - D. German constitution
37. British and French reaction to the event described above was to
- A. offer little resistance to Germany's action
 - B. end all diplomatic relations with Germany
 - C. insist that Germany leave the League of Nations
 - D. threaten to invade Germany with ground and air forces
-
38. Japanese military conquests in Asia during the 1930s and 1940s directly threatened territories controlled by
- A. Great Britain and the United States
 - B. Czechoslovakia and Poland
 - C. Switzerland and Belgium
 - D. Germany and Italy

39. The German lightning war technique *blitzkrieg* relied heavily on the
- A. destructive capability of the V-2 rockets
 - B. ability of military forces to overrun opposing armies
 - C. power of the submarine force to cut British supply lines
 - D. speed at which the army dug trenches in enemy territory

Use the following map to answer question 40.



—from *Hitler and the Germans*

40. The stars and crosses on the map represent
- A. sites heavily bombed by the Allies
 - B. sites invaded and occupied by Soviet troops
 - C. locations of uprisings to overthrow Adolf Hitler
 - D. locations of concentration and extermination camps

Questions 31 to 40 focus on some of the events and developments that occurred between the end of the First World War and the end of the Second World War. Despite the belief in 1919 that another world war could never occur, within a generation the Second World War had broken out.

What actions taken by national leaders contributed to the outbreak of the Second World War?

Write a composition in which you

- explain some of the actions taken by national leaders that contributed to the outbreak of the Second World War
- provide specific examples to support your explanation

Reminders for Writing

- **Remember** that the questions in Section Three may contain information that could help you with your composition.
- **Plan** your composition.
- **Give** examples that support your explanation.
- **Organize** your ideas and supporting examples.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

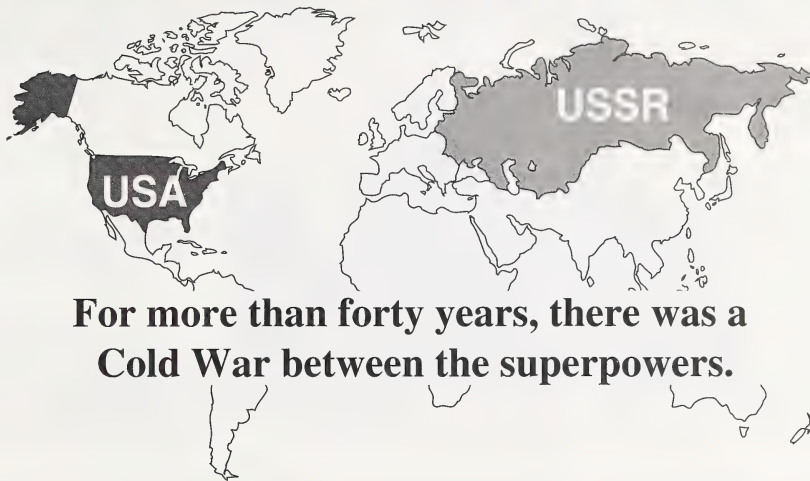
For Finished Work

Continued

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*You have completed Section Three of the examination.
Please continue on to Section Four.*

Section Four: The Cold War



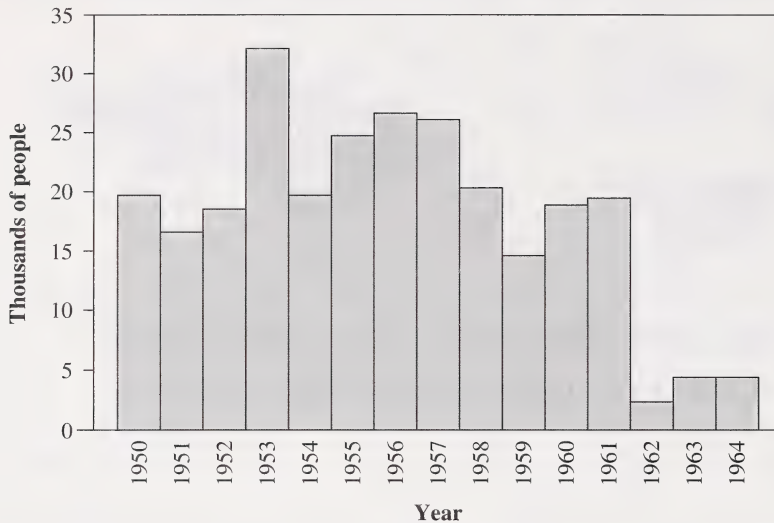
For more than forty years, there was a Cold War between the superpowers.

Questions 41 to 50 focus on the Cold War period.

41. By the time of the Yalta and Potsdam Conferences in 1945, it became clear that Soviet leader Joseph Stalin planned to
- A. form the Warsaw Pact alliance
 - B. refuse membership in the United Nations
 - C. invade European territory west of Germany
 - D. create a sphere of influence in eastern Europe
42. NATO was created in 1949 to ensure that its members would be able to
- A. act together to defend any member nation attacked by a hostile power
 - B. create a regional free trade zone with a common currency system
 - C. build nuclear weapons and launch them from their own territory
 - D. provide military personnel for peacekeeping duties
43. An anti-communist rebellion in Hungary in 1956 resulted in an invasion by the
- A. NATO Alliance
 - B. United Nations
 - C. Soviet Union
 - D. United States

Use the following graph to answer questions 44 and 45.

Number of People Crossing From East to West Germany, 1950–1964



44. The sharp decline in the number of people crossing from East to West Germany in 1962 resulted largely from the
- A. creation of the Iron Curtain
 - B. creation of the Warsaw Pact
 - C. initiation of the Berlin Airlift
 - D. construction of the Berlin Wall
45. The graph shows that from 1950 to 1961
- A. the Soviet–American arms race was out of control
 - B. many people rejected communist political systems
 - C. the Second World War had created many refugees
 - D. United Nations peacekeeping efforts were unsuccessful
-
46. American military participation in the Vietnam conflict was intended to
- A. prevent a Soviet invasion of Afghanistan
 - B. halt the spread of communism in Southeast Asia
 - C. demonstrate a commitment to UN peacekeeping
 - D. improve relations with the People's Republic of China

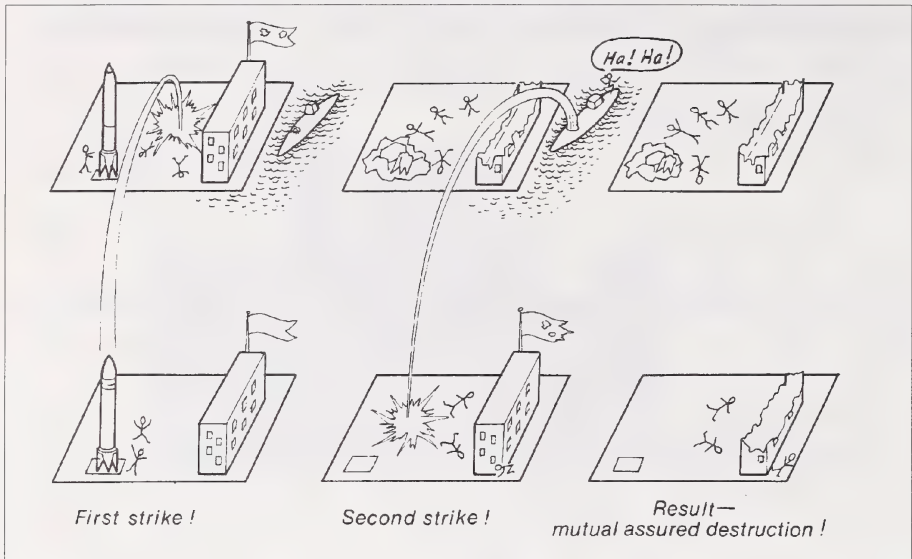
Use the following definition to answer question 47.

brink•man•ship \ 'brink -mən ɹ̩ ship\ also **brinks•man•ship**
 \ 'brin(k) -smən\ *n* [*brink* + *-manship* (as in *horsemanship*)] : the
art or practice of pushing a dangerous situation to the limit of
safety before stopping

—from *Webster's New Collegiate Dictionary*

47. This method of conducting international affairs was evident during the superpower conflict involving
- A. Cuba
 - B. China
 - C. Vietnam
 - D. Afghanistan
-
48. Which example of superpower relations during the Cold War demonstrates a policy of détente?
- A. In the 1950s, both superpowers expanded the size and power of their armed forces.
 - B. In the 1960s, the superpowers competed in a race to explore outerspace.
 - C. In the 1970s, the superpowers signed two arms agreements that limited the number of nuclear weapons.
 - D. In the 1980s, both superpowers refused to attend the Olympic games that the other hosted.

Use the following illustration to answer questions 49 and 50.



—from *World Powers in the Twentieth Century*

49. The situation shown in the illustration was of **greatest** international concern during which time period?
- A. 1941 to 1945
 - B. 1948 to 1955
 - C. 1962 to 1986
 - D. 1989 to 1995
50. This illustration represents the potential danger of
- A. joining an organization of collective security
 - B. relying on a policy of nuclear deterrence
 - C. agreeing to nuclear disarmament treaties
 - D. withdrawing from military alliances

Section Five: The Contemporary World



Questions 51 to 60 and Writing Assignment IV focus on issues of peace and security in the contemporary era.

51. Partly as a result of the end of the Cold War, Canada's military priorities have moved toward
- A. increasing armed protection for western European nations
 - B. defending Canada's southern border from invasion
 - C. providing more effective UN peacekeeping forces
 - D. enforcing greater security within Canada
52. The efforts of agencies such as Greenpeace and Amnesty International **best** support the idea that
- A. increased interdependence among nations can result from free trade
 - B. individuals and organizations can help solve international problems
 - C. interaction among nations can often result in changes within countries
 - D. new nations can affect the role of superpowers in international relations

Use the following headlines to answer question 53.



53. All four headlines indicate the increasing importance of
- A. promoting peace
 - B. using collective security
 - C. preserving human rights
 - D. negotiating economic agreements
-
54. Which United Nations organization holds the main responsibility for peacekeeping operations?
- A. The General Assembly
 - B. The Security Council
 - C. The World Court
 - D. The Secretariat

55. *Regardless of ideology, each country should be able to follow its own path, without fear of interference from other nations.*

This statement suggests that nations should be allowed to

- A. join military alliances
- B. support collective security
- C. maintain political neutrality
- D. practise national sovereignty

56. Since 1945, Japan has become a major world power as a result of its

- A. economic influence in trade and foreign investment
- B. position as a member of the UN Security Council
- C. military capability that includes nuclear weapons
- D. territorial holdings and natural resource base

57. During the early 1990s, United Nations actions in Yugoslavia, Somalia, and Rwanda have been aimed **primarily** at

- A. forcing a superpower to withdraw its occupation forces
- B. supplying technical advice to improve manufacturing
- C. supervising elections to ensure democratic processes
- D. stabilizing civil unrest to allow for humanitarian aid

Use the following information to answer questions 58 to 60.

At a public forum during a recent federal election campaign, four candidates were asked to answer the following question:

Should Canada change its role as a United Nations peacekeeper?

Candidate I

Canada has done more than its share of UN peacekeeping. Canadians face a huge national debt, government cutbacks, and increasing taxes. Why keep our soldiers in dangerous situations in places

that have nothing to do with Canada? We should concentrate on expanding our economy and creating jobs for Canadians. Let other countries do their fair share of international peacekeeping for a change.



Candidate II

Canada would have no future if a major war broke out. Every conflict has far-reaching effects due to modern technology. The best way to prevent major wars is to stop small conflicts from expanding.

Canada must remain a world leader in UN peacekeeping operations. Preserving world peace is worth every penny Canada spends on peacekeeping. Besides, we have the military personnel, why not give them valuable experience?



Candidate III

Canada should continue to support the United Nations with peacekeepers and the money needed to pay for other humanitarian programs. I know this responsibility is expensive, but it is worth it. The best

way to cover the costs is to withdraw from NATO and NORAD and use the money spent on these alliances to maintain UN commitments. With the Cold War over, there is no need for Canada to belong to outdated alliances! We have to find a way to continue our important role in the United Nations.



Candidate IV

Canada should help preserve world peace but no longer through the United Nations. Canadian peacekeepers have been shot at, taken hostage, and caught between warring groups. The most respected

nations in the world are those with great military power, therefore Canada must spend the money needed to build a powerful military. Then, we can use force to end conflicts. We need to strengthen our military to gain respect in the world.



58. Which candidate clearly presents arguments supporting a foreign policy of isolationism?
- A. Candidate I
 - B. Candidate II
 - C. Candidate III
 - D. Candidate IV
59. Candidate II would **support** a government decision to
- A. provide Canada's military with nuclear weapons
 - B. make large cuts to spending on the Canadian armed forces
 - C. reduce the money Canada spends to support the United Nations
 - D. redesign Canada's armed forces to better perform peacekeeping duties
60. On which point would all four candidates **most likely agree**?
- A. Conflicts in distant places do not concern Canadians.
 - B. The Canadian government should reduce defence spending.
 - C. Canadian foreign policy must consider the needs of Canadians.
 - D. There is little need for Canada's membership in military alliances.

You have just left the public forum described on page 34. The four candidates debated the question “Should Canada change its role as a United Nations peacekeeper?” Consider the candidates’ responses.

Which candidate would you vote for?

Write a composition in which you

- indicate which candidate you would vote for
- support your explanation by using specific examples

Reminders for Writing

- **Remember** that the candidates’ responses on page 34 and the questions in Section Five may contain information that could help you with your composition.
- **Plan** your composition.
- **Give** examples that support your explanation.
- **Organize** your ideas and supporting examples.
- **Correct** any errors that you find in your writing.

For Ideas and Planning

For Finished Work

Candidate I	<input type="radio"/>
Candidate II	<input type="radio"/>
Candidate III	<input type="radio"/>
Candidate IV	<input type="radio"/>

[illegible]

Continued

DATE DUE SLIP

For Finished Work

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You have now completed the examination. You may wish to take the time to review your multiple-choice answers and revise your written work.

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